

Rosa Lee Carter Elementary School 2017-2018 School Improvement Plan Loudoun County Public Schools

Needs Assessment Summary: Rosa Lee Carter's student survey results on school environment demonstrate many areas of strength such as teacher/student relationship building, clear school rules and expectations, and respecting other's cultures. Staff survey results indicate that the faculty respects each other professionally, that teachers are sensitive to students learning styles, and that strong collaboration takes place among all faculty. Parent survey results as well indicate a strong connection between home and school through exemplar means of communication. Areas of growth with student, staff and parents an increase in praise for students positive behavior, employment of clear and fair consequences, and increased encourage academic risks.

Within Demographics, there was an overall decrease of referrals and zero suspensions during the 2016-2017 school year. Root causes of strength involve teacher awareness of the disproportionality, more consistent PBIS program, implementation of Personalized and Blended learning framework, improving relationship between teachers and students. The disproportionality calculator continues to be an area of growth for disabled students and black students. Root causes contain a continuation of student and teacher relationships, unconscious bias, and inconsistent implementation of Social Thinking.

Rosa Lee Carter has trained 98% of its teachers in PBL 101. Throughout the year, there was approximately 20 PBLs implemented with 10 of those resulting in exhibitions; approximately 50% of those projects met the Gold Standards with fidelity. Strengths include cluster grade-level PBL meetings in addition to a PBL leadership council that met regularly. Areas of improvement have been identified specifically as implementing all 8 elements for Gold Standard, along with clarifying what qualifies as a public product/exhibition. In order to support growth, it has been determined that clarification on terminology and expectations will be reviewed and used consistently throughout the building. Additionally, professional development will be provided for teachers to access and review PBL components.

Rosa Lee Carter's students met AMO in all areas. Areas of strength include an increase in SOL scores with Rosa Lee Carter's EL students in both reading and math. This is due to a collaborative effort of classroom teachers and EL staff, increasing our EL staff by .5, employing digital content such as ALEKS, Imagine Learning, and Dreambox, and explicit focus on Tier 2 and Tier 3 students. Areas of concern include students receiving special education services, students who are economically disadvantaged and African American students. Data shows a decrease in SOL scores for both reading and math within these subgroups. Possible root causes may include; lack of trust among parents, students and staff, lack of awareness of individual student needs, and launching of multiple new initiatives simultaneously.

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	1. The school leadership team will determine professional development that focuses on instructional improvements by using the most current Needs Assessment data. 2. The school leadership team will monitor application of delivered Professional Development as to ensure generalization of skills to improve instructional practices. 3. The school leadership team will evaluate the efficacy of semester-long professional development to measure the impact on student growth both academic and social.
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	

	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
	Action Steps	<ol style="list-style-type: none"> 1. The school leadership team will utilize instructional walk-through data to provide explicit feedback to staff as to increase instructional practices. 2. The school leadership team will provide explicit feedback through informal and formal conferencing during the school year. 3. The school leadership team will provided feedback to teachers and specialists during all CLT and Leadership meetings 4. The school leadership will provide feedback on PBL lesson plans during PBL monthly meetings, teacher conferring and team planning sessions. 5. Teacher to teacher feedback will be given using the critical friends protocol during Project Based Learning monthly CLT meetings. 6. Teachers are able to participate in quarterly afterschool PBL meetings where teachers will receive feedback on PBL delivery and assessments from administration and colleagues. 7. Digital content allows for students to communicate with their teachers regarding their educational needs throughout the class. 8. Teachers receive feedback from students, using the PBIS survey, 80% of the time where teachers respond to student concerns and needs.
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
Objective	The school focuses on the achievement of all students.	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	<ol style="list-style-type: none"> 1. The staff will employ universal screening tools to identify those that will need additional supports beyond tier one instruction. 2. The staff will use research-based interventions as to support students with deficits that go beyond core instruction. 3. The staff will monitor students' growth through progress monitoring tools and make changes to interventions when necessary to ensure student mastery of skills.
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	